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ABSTRACT

Although there were camps for children as early as 1861, it was not until the post-depression era that professional educators gave serious consideration to the educational values of camping. By the late thirties school camping was beginning to find a foothold in various sections of the country and during the forties this movement continued to expand. Three school camping projects contributed significantly to the initial development of outdoor education. The Battle Creek, Michigan school camping program exerted widespread philosophical influence and provided a training ground for outdoor education leaders. The New York City Camping Education Experiment provided a basis for evaluating some of the outcomes of outdoor education. The Tyler, Texas Outdoor Laboratory established a pattern for school and community cooperation in developing a desired educational program. Among the pioneers of the development of outdoor education were L. B. Sharp, George W. Donaldson, and Julian Smith. The three stand out as the prime movers in outdoor education. Early outdoor teacher education ventures were the New York Teacher's Outdoor Education Institute, the George Peabody College for Teacher's Experiment, the Brockport (New York) University Teacher's College Course, the New Jersey State School of Conservation, and outdoor teacher education at Northern Illinois University. Historically significant developments include the formation of the Outdoor Education Association, the Elementary and Secondary Education Act of 1965, and the development of environmental education. (DS)

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HISTORICAL BACKGROUND OF OUTDOOR EDUCATION

Donald R. Hammerman

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HISTORICAL BACKGROUND OF OUTDOOR EDUCATION

The idea that learning can and ought to occur in the out-of-doors is, by no means, a new idea. Long before classrooms, textbooks, or professional educators existed, learning by direct experience was the customary method of passing on the essentials of human culture. Many of history's greatest teachers never thought of teaching inside a building. "Christ, Aristotle, Socrates, and others managed to make a profound impression upon their followers without the advantage of rows of seats, blackboards, or a lectern behind which to preserve professorial dignity."[1]

The Earliest Camps

The first organized camp in America was the Gunnery Camp founded in the summer of 1861 by Frederick Williams Gunn. The boys, who were students at Mr. Gunn's private school, camped out for two weeks at Welch's Point on Long Island Sound in Connecticut. This camping experiment was regarded as such a success that it was repeated during the summers of 1863 and 1865.[2]

The first private camp was begun by Dr. Joseph Trimble Rothrock, a physician of Wilkes-Barre, Pennsylvania. During the summer of 1876, twenty campers with five leaders spent four months at the camp site on North Mountain in Luzerne County, Pennsylvania.[3]

In 1880, Reverend George W. Hinckley founded the first church camp on Gardner's Island, Wakefield, Rhode Island.[4]

> Ernest Berkley Balch, who established camp Chochorua on Burnt Island, New Hampshire, in 1881, is often considered the 'father' of the modern camping movement because he deliberately planned his camp to meet the special educational needs of his boy campers.[5]

Sumner F.Dudley took seven boys of Newburgh, New York YMCA on a camping trip to Pine Point on Orange Lake, thus founding the first organizational camp in 1885. The camp was originally known as Camp Bald Head. Following Mr. Dudley's death in 1897, it assumed the name Camp Dudley. The camp is still in operation.[6]

Early Developments in Outdoor Education

An early account of school camping in this country was reported in 1918 by Arthur C. Brown.[7] Older pupils from the McKinley Avenue Intermediate School in Los Angeles worked on developing a camp site. The project of clearing ground and erecting a crude log cabin was begun in 1913 and was finished in 1918. Students used the mountain camp both during school and vacation time.

The outdoor school idea was also gaining acceptance in England about the same time. R.C. Hewitt and L. Ellis, in a text published in 1920, entitled, School Camps, Their Value and Organization, report a school camp operating in England as early as 1913.[8]

An interesting experiment in education conducted by a Mrs. Johnson at Fairhope, Alabama in 1914 was reported by John and Evelyn Dewey in, Schools of Tomorrow. Mrs. Johnson's guiding principle for her experimental school was a

maxim of Henry David Thoreau's: "The child is best prepared for life as an adult by experiencing in childhood what has meaning for him as a child..."[9] For example, in Schools of Tomorrow, facing page thirty-one, is a photograph with the caption, the gully is a favorite textbook." Pupils at Fairhope spent considerable time studying subject matter which was best studied in a natural setting. The pupils roamed woods and fields, studying trees and flowers. They also visited nearby farms, maintained their own garden in the school yard and studied geography in the open. The Dewey's reported that firsthand observation in the field led to language arts activities back in the classroom with some pupils making lists of what had been observed, while others searched for additional information in textbooks.

Another of the earliest resident outdoor school programs in the United States was established in 1919, under the auspices of the Chicago Public Schools. The camp was organized as part of the regular school program, and was financed by the board of education. The program operated winter and summer at Arden Shores on Lake Michigan.[10]

In 1925, the Los Angeles school board and the United States Forestry Service, jointly sponsored a forestry camp in California. The camp was used mainly for demonstrating sound conservation practices and proper forest management to high school boys.[11]

An important development in Wisconsin was the enactment of legislation in 1928 which granted school districts the right to purchase and maintain woodland. Shortly thereafter, numerous Wisconsin schools began managing their own forest plots.[12]

Early developments in outdoor education were, for the most part, isolated experiences carried on nearly as much in the name of recreation as for the purpose of schooling. The stage was gradually being set, however, for what would ultimately become a clearly defined movement in education; and, would in fact, affect teacher education itself. All that was lacking were the proper conditions to initiate a re-examination of educational objectives. These conditions were soon to be met.

IMPORTANT DEVELOPMENTS IN OUTDOOR EDUCATION

During the turbulent post-depression era, American education was in a state of flux. It was a time of re-appraisal and experimentation in education. It was a time when the educational values of camping were given serious consideration by professional educators. Heretofore, camping, for the most part, had been solely a vacation enterprise, and generally speaking, was restricted to children from either the upper socio-economic levels, or the very needy.

Professional camp people for years had been extolling the virtues of camp life for the youth of America. Bernard S. Mason, private camp director and educator, in his book, Camping and Education, remarked, "Camp, if it is worthy is one of the greatest socializing, humanizing, civilizing factors which can enter the life successfully and harmoniously with others."[13]

Henry S. Curtis made a penetrating observation in the mid-thirties when he wrote:

> Nearly all of our large universities maintain one or

> more summer camps under such departments as forestry, geography, zoology or biology... It is hard to see why the educational reasons for camping have been emphasized as they have in the universities, and have been so largely overlooked for the elementary school and high school.[14]

It was about this time that educators began to ask the question, "...why, if camping has educational possibilities and such an environment could be made available to the school child, would not such an arrangement be an asset to the child 's total education?"[15]

By the late thirties, school camping was beginning to find a foothold in various sections of the country. Helen MacKintosh reported in a government bulletin that:

> Central Washington College of Education has had a short term camping program for fifth, sixth, seventh and eighth grade children since 1930; the North Carolina Congress of Colored Parents and Teachers at Rural Life School at Bricks, North Carolina; and the Atlanta, Georgia Public Schools and social services agencies sponsored jointly a program which has operated since 1938....[16]

During the forties, school camping continued to expand as a number of permanent, year round operations were established. The W. K. Kellogg Foundation established an experimental camp at Clear Lake outside of Battle Creek, Michigan in 1940. In California, the San Diego Public Schools set up Camp Cuyamaca in 1945, and Long Beach youngsters began using a camp call LaCanada in 1948. The Tyler,Texas school system began its program in 1949.

The state of Michigan served as a fountainhead for the development of school camping. T. Walton found that up until October, 1953, sixty-seven percent of all school camps operating in the United States were located in Michigan.[17]

The maintenance of school forests often carried on in conjunction with outdoor education also experienced tremendous growth during this period. In 1951, there were 250 school forests in Wisconsin, most of them over forty acres in size. Michigan laid claim to 625 separate school forests, while every school in Nevada County, Arkansas was reported as having its own school forest. In 1951, school forests were actively maintained in thirty-two states.[18]

The four decades, 1930 to 1970, saw outdoor education, in the broad context, gain a strong foothold in American education.

Outdoor Education Developments in Other Countries

The American public school cannot lay sole claim to outdoor education, however, for during this same period similar developments were taking place in Germany, England, and Australia.

The German schools' "country homes." The country homes of German schools paralleled the development of school camping in America. In 1931, there were 120 school country homes maintained by 100 individual schools and twenty school systems in Germany. Children from eight to sixteen years of age spent from two to six weeks at the country homes with their regular teachers.

The "country home" idea had two particular strengths. The first was that pupils and teachers participated in this school expereince as a classroom unit. Consequently they had the advantage of working in a familiar social group under the direction of their own teacher. Secondly, the weeks before were devoted to preparing for the experience. Knowing the location of the country home where they would be living, children were able to "study up" on the history, geography and local lore of the area.

The Forest School in England. D. Revel in her book, Tented Schools, described the manner in which camping was integrated with school experiences in England. The Forest School, a boarding school, was operated by the Order of Woodcraft Chivalry. Miss Revel, Senior Mistress, at the Forest School, believed that education needs, "...a technique whereby a child can learn the wisdom of the ages by living and doing, and not by hearing or reading alone."[19] The older children at the school actually set up and organized their own small community by pitching tents, planning menus, cooking their own meals, and planning each day's activities. The outdoor learning experiences were related to school studies in that pupils read about birds, animals, trees and flowers which they had observed in the field. Similarly, geographic and arithmetic concepts were demonstrated in the open.

The educational philosophy of the Forest School was based on the cultural epoch theory as revealed in the following statement:

> The experience of living in some sort through the earlier stages by which man became man is in itself emotionally satisfying. Children delight in all that goes to it -- climbing trees, building shelters, making fires, camping, being nomads, cultivation, keeping animals, etc. To a child who is allowed to learn as man learnt, each stage of human growth is emotionally satisfying in itself.[20]

School Camping in Australia. Australian school camping was in the planning stage as early as 1937. Not until after the Second World War, however, did the movement really begin to develop. By 1952, all State Education Departments in Australia had accepted the principle of school camping as part of the school program, and within the limits of facilities and staff, were operating camps on a full or part-time basis. In 1952, there were twenty permanent National Fitness and State Education Department camps operating in various parts of the country.[21]

Australian educators believe that a longer school camp period is desirable than is the practice in this country, as they base their school camping plans on a three week stay. Another major difference between Australian programs appear to center their activities around the aim of physical fitness rather than in directly supplementing all areas of the curriculum.

Legal Background of School Camping

School camping made its greatest strides in those states which demonstrated the foresight to pass appropriate legislation. For example, the progress that outdoor education made in Michigan was, in large measure, due to the foresight and imagination of legislators in that state.

In 1945, legislation was enacted in Michigan which enabled school districts to purchase land, and maintain and equip facilities for the purpose of carrying on an educational and recreational program. This act served as a model for subsequent legislation in other states.

The Act is reproduced below because of its historical significance to the development of resident outdoor education.

> Act 170, P.A., 1945. Section 33. The board of education of any school district except primary school districts may operate and maintain a camp or camps for resident and non-resident pupils for recreational and instructional purposes; or may cooperate with the board of another school district or the governing body of any other municipality of the state or with individuals in the operation and maintenance of such camps in any manner in which they may mutally agree.
>
> Section 34. The board or boards shall determine the age and other entrance requirements for pupils attending the camp program. Fees may be charged both resident and non-resident pupils attending the camp or camps to cover all of the operation and maintenance costs of the program: Provided, that such programs shall be operated without profit. The costs of a camp program shall not be included in the determination of the per capita costs of the regular school program of any school district.
>
> Section 35. The board or boards may acquire, equip and maintain the necessary facilities and employ the necessary persons for the operation of the camp program which may be conducted on property located either within or outside the territorial limits of the school district. The board or boards are hereby authorized to accept private contributions to be used exclusively for the operation of such camp or camps as may be established under this act. Camps may be conducted on property under the custody and management of the school district; on other property under the custody of the state, the federal government, the state board of education or any county, township, city or village with its consent; or on private property with the consent of the owner.[22]

Three Significant Resident Outdoor Education Programs.

Three school camping projects in particular contributed significantly to the initial development of outdoor education in the United States. The Battle Creek, Michigan school camp program has exerted widespread philosophical influence on new developments in outdoor education in various sections of the country. The New York City Camping Education Experiment provided a basis for evaluating some of the outcomes of outdoor education. The Tyler, Texas, Outdoor Laboratory established a pattern for school and community cooperation in developing a desired educational program.

The Battle Creek Outdoor School Program. Clear Lake Camp, the Battle Creek schools' outdoor education facility, became known as the mecca of school camping. With the development and expansion of its outdoor education program over the years; first at St. Mary's Lake Camp (now the Michigan Education Association conference center) and then, in 1947, moving to the present site at Clear Lake near Dowling, Michigan, the Battle Creek program became a training ground for outdoor education

leaders. Many Clear Lake personnel have moved on over the years to lend direction to the establishment of new outdoor education programs in various sections of the United States.

As one of the first year-round school camping ventures, the Clear Lake program has served as a model operation for many new outdoor education developments during the past three decades. Furthermore, the Clear Lake philosophy has spread far and wide through the efforts of its roaming staff, and has served as the foundation for many newly developed outdoor education programs. Just what is the philosophy which has lent direction to so many educational programs in various parts of the country? The Clear Lake philosophy is founded upon the premise that the justification of a school camp program rests on certain basic tenets of modern education.

1. A modern curriculum is developmental, based on real experiences that meet the needs of children and change their behavior patterns toward good citizenship and full individual life.
2. General education is aimed at a common core of learning necessary for each individual in a democratic society.
3. The modern school is concerned with the growth and development of the whole child in all areas of his living.[23]

With the above objectives in mind, it is logical to assume that the function of the classroom is constantly changing. Consequently, educational experience must move out of the classroom as needs and interests indicate areas where learning can take place more naturally and more efficiently. Many modern schools have done this in various ways -- through field trips, community studies, school farms and camps. The resident outdoor school then, should serve as a laboratory for pupils to achieve some of the educational aims that are difficult to meet within the four walls of the classroom.

Resident outdoor education can help meet functional needs in four main areas. These are: (1) social living, (2) working experience, (3) healthy living, (4) supplementing classroom instruction. School camping offers children an experience in living together twenty-four hours a day with each other and their teacher. The unique nature of the experience offers many opportunities in cooperative learning between pupils and teachers. A resident outdoor school program contributes to the social growth of individuals as they experience the responsibilities and social interchange of a class, or several classes, living together as a group. The sum total experience of eating, working, sleeping and living together offer many opportunities for growth in the social amenities, understanding of other people, and intercultural relations. The outdoor school, offers children the opportunity to live for a time in a social situation with their peers. Many functions of society are not available to children until they reach certain maturity levels, yet they must have opportunities to practice these functions in society.

Modern specialization has left few opportunities for children to contribute useful work to family or community. The outdoor school experience, because it is a simple society, returns to children the right to do useful work necessary for the welfare of the group. Work habits connected with daily living are cultivated and acquaintance with some of the manual labor involved in outdoor living is gained.

Children are exposed to a healthy balance of outdoor activity, work, and recreation. Pupils have the opportunity to observe and correct health habits in all phases of their living. Children are introduced to outdoor recreational skills that have carry-over value to healthful living all through life. Through

participation in meal planning for cookouts, opportunities for learning experiences in the field of nutrition are opened up.

Outdoor education can augment classroom instruction in most areas of curriculum, but especially in the areas of science and nature. Conservation of natural resources has been a critical national problem for a number of years. Units in conservation and firsthand knowledge of our resources can materially aid the school in meeting this problem. Children can be introduced to some of man's basic experiences and through direct experience gain a greater understanding of the work of nature. Outdoor activities can also help satisfy the need for adventure and activity that modern society is making more and more difficult for children to experience.

The outdoor school curriculum should be the result of democratic planning of teachers, pupils and resource persons. Democratic living, when it touches the common aspects of every day living, can make the democratic process more vital and meaningful to children. Planning for the outdoor school experience can be a motivating factor for better democratic procedure in the classroom. It can also aid the teacher in understanding and carrying out the democratic process.

The outdoor education program should be an integral part of the continuing program of the school. It should develop from school curriculum needs, and planning for the outdoor learning experiences should provide the basis for considerable classroom work. In an atmosphere conducive to the task of facing real-life situations and finding solutions to problems, children have an opportunity to improve in communication skills through observing, finding, sharing, telling, listening, gesturing, and reading. In a total-living situation with their pupils, teachers are able to cast aside many of the classroom stereotypes. In the experimental atmosphere of the outdoor school, teachers frequently realize the folly of domination and are encouraged to try the learner's purposes. The outdoor school is a setting for learning the skills of leadership; a laboratory for finding better ways to facilitate the teaching-learning process. This, then was the essence of the philosophy which emanated from the Battle Creek school camp program.

The New York City Camping Education Experiment. Most early attempts at school camping were undertaken purely as experiments; although, with a few exceptions, they were not conducted according to approved experimental design in education. One notable exception was the New York City Camping Education Experiment conducted in 1947. The purpose of the experiment was to find, if possible, objective evidence that would answer the following questions:

> Is educational camping an effective medium for meeting the objectives of education?
>
> Should camping education be integrated into the school program?[24]

Three fifth grade classes from Public School 147, Queens and three seventh grade classes from Junior High 118, Manhattan were involved in the camping education experiment. In January, 1947, the New York City Board of Superintendents presented a resolution to its own board entitled,"Experiment in Continued Education Through Camping," which read as follows:

> Resolved that permission be granted to the principals of J.H.S. 118 M. and P.S. 147 Q., to assign one teacher in each school from their present staff for the continued education through camping of one class in each school, both classes to

> continued their work at Life Camps, Inc. at Maschipicong, N.J., for about three weeks, beginning June 2, 1947; the services of both teachers are requested for the same period of time.[25]

The objectives of the education camp experiment were synonomous with the over-all objectives of education accepted by the New York City schools, which were:

1. To improve physical health
2. To improve mental health
3. To improve social realtionships
4. To guide and develop desirable interests and aptitudes
5. To gain integrating knowledges and skills.[26]

Data for evaluating the physical health objectives of the experiment were gathered in the following manner. Weight and vitality were measured by a before-and-after physical examination. Data on vitality (energy output and fatigue) were based on observer judgements and recorded on a special rating scale. Changes in eating habits were obtained from the children, parents, and by teacher observation. Changes in recreation and sleep habits were obtained from the children and partents by means of questionnaire, interview, and checklist. Changes in personal hygiene were obtained from parents and children in interviews and by observation during the experiment.

Data for evaluating the mental health objectives were obtained from several sources. Anecdotal records were kept. A school psychologist observed pupils throughout the experiment and kept records. Pupils were rated by their teachers on the "Winnetka Scale for Rating Behavior," before and after the three weeks in camp.

Evidence for evaluating the social relationship objectives were gathered by sociometric techniques, from anecdotal records, and through a self-report of group activities engaged in during the school camp experiment. Evaluation of the objectives pertaining to interests and aptitudes were facilitated by means of an interest questionnaire, and self-reports indicating "like" or "dislike" for each activity in which a pupil had participated.

The objectives relating to skills and knowledges were evaluated through self-reports by pupils indicating the activities in which they had participated and the skills and knowledges that they believed they had developed in camp, and also by administering specially designed tests to the experimental and control groups. Two fifth grade classes and two seventh grade classes from each of the schools participating in the experiment were chosen to serve as controls. The classes were selected on the basis of approximating the experimental classes in IQ, age, and academic achievement as closely as possible. Individual cases from the total number of pupils tested were matched with experimental pupils according to age, sex, intelligence quotient, and reading ability.

Since tests of academic groth in subject matter relating to learning outdoors were not available, special tests were designed to measure growth in science and health education, nature study, arithmetic, and vocabulary. The arithmetic test focused primarily upon the ability to solve problems related to outdoor living. The nature study and vocabulary tests were also designed especially to apply to the outdoor living-learning situation. The science and health education test was based on the New York City Syllabus in Science for grades 7A -- 9B.

Both the control and experimental groups were administered the total battery of tests, including an Interest Inventory in April, 1947. The tests were re-administered to the same pupils during the last week in June immediately following the experiment. Amount of gain or loss on these instruments was thus determined.

Results of the final testing for matched pairs in both schools revealed that the experimental group means were higher in eight of the ten tests. The experimental group showed statistical significance in five of the eight differences, whereas both of the differences favoring the control group were not statistically significant. Following the second administration of all of the tests in June, the gains in the scores of the experimental and control groups were compared. The experimental gain was far greater than the control group in six of ten comparisons. Only two gains of the experimental group, however, were statistically significant at the .01 level. These were in Interest Inventory, Junior High School 118 Manhattan, and Vocabulary, Public School 147 Queens. In summary, the test results indicated a general "...superiority of the experimental group, with many of the differences in their favor being statistically significant.[27]

The observations made by teachers, counselors, supervisors and psychologists who participated in the experiment seemed to confirm the claims of Lloyd B. Sharp, who had stated:

> Camp is the locale wherein real learning about living together, about nature and about spiritual values of 'the great outdoors,' takes place. These observations and interviews have demonstrated significant growth in intercultural understanding. For all those who are groping for means of introducing lessons in democracy and inter-racial and inter-faith understanding, there is more than a suggestion that camping as a part of the school program, conducted along the lines of this experiment, is a means toward accomplishing the end sought.[28]

The Tyler, Texas Outdoor Laboratory. The final outdoor education program to be considered in this brief survey of signficiant outdoor school developments is that of Tyler, Texas. Even though the Tyler Schools "outdoor laboratory" came into being sometime after school camping was fairly well established in other sections of the country, it was the first site in the United States specifically designed and built for year-round community-school purposes. The evolution of this resident outdoor school facility and its program, therefore, has particular historical significance.

The planning and construction of Camp Tyler was a project which involved the entire community. The germ of the idea was planted in 1945 when one of the local service clubs began to formulate plans for a summer camp facility to serve just one particular youth organization.[29] The idea grew, however as other service organizations expressed interest in the project. Ultimately, plans were enlarged upon so that the facilities would be made available to any local youth group.

To initiate this project the Smith County Youth Foundation, a non-profit corporation, was established to raise money through voluntary subscription. It was at this stage that the local board of education went into action. They saw the possibilities for utilizing the camp site as an adjunct of the educational program during the school year. Several people from the Tyler school system visited the Battle Creek outdoor education program at Clear Lake Camp.

It was here that they first contacted Dr. George Donaldson, then Director of Clear Lake Camp. Donaldson subsequently left Michigan to assume leadership of the newly established Camp Tyler of the Tyler Public Schools.

Following the Michigan visitation, the school board and the Smith County Youth Foundation made an agreement whereby the camp would be constructed and equipped by the foundation and then made available to the schools for school camping for nine months of the year. Other youth agencies in the community would have use of the facilities during the summer months. The school system however, would have the responsibility for maintaining the facility on a year-round basis.

The Youth Foundation purchased approximately one hundred fifty acres of land and leased another one hundred fifty acres on a long-term basis. The surrounding property of some seven thousand acres was publicly owned. A well-balanced program of wise conservation practices was thus successfully instituted in the area surrounding the outdoor school property. A rather extensive forestry and fire prevention program, for example, helped protect the watershed. The lake on which the property was located and the surrounding area was closed to gunning, except during the duck season, and then hunting was allowed only in selected areas. Fisherman, too, were restricted to the use of specific access areas to the lake. The foresight shown by the founders of the Outdoor Laboratory insured an unspoiled, natural area for ensuing generations of Tyler youth.

The development and construction of the camp facility was an outstanding example of community cooperation and enterprise. Contributions came not only from the community, but also from several philanthropists whose donations were in the thousands and from countless school children who gave their pennies, nickels and dimes to help finance the project. The fund raising campaign extended over a period of three years and finally totaled nearly a quarter million dollars in cash, materials, labor and other services.

> Organized labor worked a five day week and then gave a day. Carpenters, plumbers, brick masons, and other artisans, even those working on jobs miles away, showed up Saturday after Saturday to make a contribution. Building material firms donated thousands of dollars worth of brick, cement, lumber and hardware. Two well-drillers drilled an eight hundred foot well, and a structural steel works donated a tank and tower.[30]

It was through this kind of community endeavor that a new community-school camp was created.

The school people, meanwhile, systematically completed the task of laying the groundwork for a high quality outdoor education program. In June, 1948, an outdoor education workshop was held for upper elementary teachers in the Tyler school system. George Donaldson served as consultant for the workshop. Most of the study and discussion sessions centered around the type of school camp curriculum that was desired. This in-service training extended throughout the school year 1948-49, and was climaxed in the fall of 1949 with a pre-school conference held at the newly developed camp. One product of the rather intensive in-service program was the publishing of, "A Teacher's Guide to School Camping at Camp Tyler." Another result of the extensive community planning for the project was the smooth acceptance of school camping as an integral part of the school's offerings. As Donaldson states, "Many people had helped build the camp; just as many had participated in planning its program. People are never shocked by their own ideas."[31]

Enthusiams for the new outdoor education program was so great, in fact, that even before the first year of operation was over still another outdoor education feature was added to the educational offerings of the Tyler Public Schools. A school farm under the guidance of the Vocational Agriculture Department was established on another section of the property. In addition to providing work experience for the pupils, it also served as a technical agriculture laboratory for high school students. The evolvement of the Tyler Outdoor Laboratory could well serve as a model approach for other communities contemplating the establishment of a resident outdoor school operation.

The three resident outdoor school programs described, each in its own way contributed distinctly to the development of outdoor education in the United States. The Clear Lake program contributed a basic philosophy of outdoor education. The New York City experiment offered the first objective evidence of an evaluative nature. Finally, the Tyler, Texas project demonstrated a pattern of school community cooperation and endeavor to achieve an educational goal.

PIONEERS IN THE DEVELOPMENT OF OUTDOOR EDUCATION

L. B. Sharp, "Grand Old Man of Camping Education". L. B. Sharp was actively engaged in the promotion of outdoor education for over a quarter of a century. His doctoral study in 1930 dealt with the educational values of camping.[35] It was largely through Sharp's efforts that National Camp was founded in 1940. Large numbers of teachers, administrators, college faculty, youth leaders, and camp personnel took part in the summer sessions and special institutes held at National Camp. The program of National Camp was geared mainly to the advanced study and practice of outdoor education. Under Sharp's direction hundreds of students were guided to design specific plans for outdoor education in their own schools, colleges or communities.

From his position as Director of National Camp, and through his prolific writing, L.B. Sharp exerted a sustaining influence upon outdoor education in this country. Probably his greatest contribution to the field was in evolving and giving voice to a basic concept of outdoor education -- namely:

> That which can best be learned inside the classroom should be learned there. That which can best be learned in the out-of-doors through direct experience, dealing with native materials and life situations, should there be learned.[33]

This undoubtedly has been the most oft-quoted statement in outdoor education literature during the last quarter century. In 1951, Sharp organized the Outdoor Education Association, incorporated and served as Executive Director. The Association's prime purpose was to "...extend the benefits of outdoor education -- through schools, colleges, and public and private agencies -- to youth and adults throughout the country."[34]

L. B. Sharp passed away on December 4, 1963, while on a field service project.

George W. Donaldson, "School Camp Administrator". George W. Donaldson, was a school administrator who turned his organizational talents to school camp administration. In 1943, as director of the Demonstration School at the State Teachers College, Trenton, New Jersey, Donaldson initiated a summer day camping program in a wooded area on the school site. In setting up their pilot

project, Donaldson and his teachers had the guidance of L.B. Sharp and his National Camp staff. In 1945, Donaldson was asked to direct the Battle Creek School Camp at St. Mary's Lake. Two years later he and his staff moved to the Clear Lake camp site. In 1949, Donaldson assumed directorship of the newly developed Outdoor Laboratory of the Tyler, Texas Public Schools. In 1964 he joined the Department of Outdoor Teacher Education, Northern Illinois University, where he has served with distinction.

A modern outdoor education classic, School Camping, was published in 1952. In this small book, Donaldson crystallized his own philosophy of outdoor education. School Camping also describes, in some detail, the evolvement of the Tyler, Texas outdoor education project. Donaldson's major contribution to the field lies in what he calls the "laboratory concept" of outdoor education; the essence of which is, "The school camp is best conceived as the laboratory where teachers and children go to learn about the aspects of the outdoors which cannot be learned in the classroom.[35] Donaldson also maintains, as do most other authorities in the field, that the only basis upon which public schools can justify offering experiences in camp is that the outdoor learning activities be directly related to the aims and subject matter of the classroom.

Julian W. Smith, "Mr. Outdoor Education, U.S.A." Julian W. Smith, who is presently Professor of Outdoor Education at Michigan State University, has probably contributed more to the expression and dissemination of the outdoor education idea than any other individual. In 1945, after a twenty-five year career as a teacher and administrator in the public schools of Michigan, he became Chief, Health, Physical Education, Recreation, School Camping and Outdoor Education with the Department of Public Instruction at Lansing. This title was changed to Assistant Superintendent of Public Instruction in 1951. It was from his position at the state level that Smith exerted profound influence upon the development of outdoor education in Michigan. As other states expressed interest in establishing similar programs he was called upon frequently for consultation and advisement.

In 1953, Smith became a member of the faculty of the College of Education, Michigan State University, with outdoor education as his field of specialization. In 1955, he was named Driector of the Outdoor Education Project of the American Association for Health, Physical Education and Recreation. He continued part time at Michigan State University. Since that time he has co-directed, with local leadership more than 125 regional and state outdoor education workshops in nearly all the States. His writings include over 100 articles dealing with various aspects of outdoor education. He has contributed to parts of six books, and has written or edited numerous bulletins, pamphlets and brochures at the state and national level.

Julian Smith is probably best known on a national scale as a public relations man for outdoor education. His greatest influence has been made as a promoter of outdoor education. His outstanding contribution has been the continued effort to keep outdoor education and school camping broad in context. He vigorously opposes the idea that outdoor education should become a specialized body of content, just as he contests the view that outdoor education become the sole property of a particular organization or department. His basic premise is that the out-of-doors belongs to everyone; consequently, education in the outdoors should cut across subject matter and departmental lines. As with many "new" fields that spread rapidly, there has been a tendency by some to compartmentalize outdoor education. Smith envisions outdoor education in the broadest possible context, and serves to promulgate this view in his writing and speaking.

In summary, three men stand out as prime movers in outdoor education. They are: L.B. Sharp, pioneer and philosopher of camping education; George Donaldson, school camp administrator who contributed the "laboratory concept" to outdoor education; and Julian W. Smith, promoter of school camping and outdoor education. The individual and frequently combined efforts of these three men were instrumental in promoting the concept of outdoor education in the United States.

DEVELOPMENTS IN OUTDOOR TEACHER EDUCATION

As outdoor education spread throughout the nation, it could not help but make inroads upon teacher education. School administrators were among the first to recognize that to be successful, outdoor education projects first required competent teachers who were "at home" in the natural environment. More than one resident outdoor education program, in fact, was initiated through in-service teacher education. The Tyler, Texas program is a case in point.

L.B. Sharp, one of the "founding fathers" of camping education, claimed that a major concern of education was for more teachers who were prepared to utilize the classroom of the great outdoors, as effectively as they used the inside classroom. "We are," he said, "in the main, still preparing teachers to teach inside."[36]

During the 1940's and 1950's a number of pilot projects in outdoor teacher education were initiated. A few were short lived; others flourished, and are still in operation. From an historical perspective these pioneering ventures in teacher education are significant for the influence which they have exerted upon the caliber of outdoor school instruction.

The New York Teachers Outdoor Education Institute. A ten day institute for faculty members and students of the New York State Teacher's Colleges was held at National Life Camp in the summer of 1944. The major purpose of the institute was to prepare faculty and students in the use of the outdoor environment in teacher education. The institute met with such success that it was repeated in 1945 and 1946, and served to give impetus to the development of college and university outdoor education facilities in New York State.

The George Peabody College for Teacher's Experiment. During the spring of 1948, a seventh grade class from the Demonstration School of the George Peabody College for Teachers, participated in a week long school camping experiment. The education department and students majoring in education provided leadership for the experiment.

Results of the experiment were summed up under categories headed "tangible" and "intangible." Under tangible results were listed: "knowledge of nature," "how to prepare food," "safety," "camp crafts," and "how to plan programs." Listed under the "intangible" category were such items as:"cooperation," "knowing each other better," "knowing other people," "independence," ...and "better social adjustment." The counselors, children and parents were convinced that these phases of education could not have been accomplished as readily in the classroom as they were in camp. It is interesting to note the subjective manner in which this experiment was evaluated in comparison to the evaluative techniques used in the New York City experiment just one year earlier.

Outdoor education at Brockport, New York. Following the Teacher's Institute in 1944, the State University Teachers' College at Brockport, New York, developed its own college camp. The first outdoor education course, three weeks in duration, was offered during the summer of 1953. The course was divided into two major parts. One portion consisted of trips and excursions that would be useful in the school program. The second phase was devoted to the knowledge and skills needed to acquire teaching competency in the out-of-doors.

In evaluating the course, one student wrote:

> Our trip to the Benson Iron Mines, Wickes Saw Mill, and the St. Regis Paper Mill, showed me how much knowledge can be absorbed in a very short time...a forty-five minute trip such as those, could cover the same material that would take two or three days of spoon-feeding back in school.[37]

The New Jersey State School of Conservation. In 1949, cooperative planning between the Department of Conservation and the Department of Education led to the establishment of the New Jersey State School of Conservation at Branchville, New Jersey. The School operates as a self-supporting agency.

Initially, the program consisted of college courses offered during the summer months. A summer camping program for children at Camp Waupalanne, was also conducted in conjunction with the college courses. A pilot project involving students from the six cooperating state colleges conducted in May 1957 led to the eventual year-round operation of the School. All college sophomores were required to participate in a living-learning experience at the School of Conservation in the academic year 1960-61.

In recent years program empases have changed and the School is now closely affiliated with Rutgers University. With an annual attendance of approximately 9,000, this operation enjoys the reputation of being one of the largest resident outdoor education centers in the world.

Outdoor Teacher Education at Northern Illinois University. In 1951, Northern Illinois University at DeKalb acquired a tract of land in northwestern Illinois on which to build a field campus. Facilities at the Field Campus were ready for year-round operation in 1954. Since that time a program in outdoor teacher education has developed to the extent that every student majoring in elementary education participates in a sequence of related experiences at the Field Campus. This aspect of a student's formal education is integrated with the junior and senior block program at the University known as the "professional sequence in education."

The junior block outdoor teacher education experience is related primarily to an exploration of the nature of the learning process, and developing an awareness of the possibilities of learning in the natural environment, as well as investigating ways and means of complementing content areas of the school curriculum through first-hand observation and direct experience in the out-of-doors. The senior experience is centered around a week of student teaching in a resident outdoor school situation. Northern Illinois University also offers a graduate major in outdoor teacher education.

HISTORICALLY SIGNIFICANT DEVELOPMENTS

When one attempts to examine an educational development in perspective certain events appear to stand out as having particular significance.

The Outdoor Education Association. The Outdoor Education Association, Incorporated was founded in 1951 by L.B. Sharp. "L.B.'s" unique contributions to outdoor education as a prime mover are mentioned elsewhere in this paper. Under the leadership of Executive Director, Sharp, the O.E.A. (1) sponsored the training of leaders at National Camp, (2) disseminated information through publications and films, (3) engaged in research and study of problems related to camp operation and related projects, (4) provided consultant service to communities, agencies, and institutions, and (5) served to promote the concept of living and learning in the out-of-doors as an integral part of education.

Extending Education, first published in 1944, along with the "Outdoor Education Newsletter" served to keep the membership informed on field studies, and developments in outdoor education. In 1960, the Association relocated its national headquarters from New York City to a residence on the Southern Illinois University campus in Carbondale, Illinois.

The Outdoor Education Project. The Outdoor Education Project of the American Association for Health, Physical Education and Recreation was established in 1955. Julian Smith was named as first director of the Project. The Project contributed national leadership to outdoor education through efforts directed to (1) provide leadership training through workshops and clinics, (2) to interpret the implications of outdoor education for school and college programs and (3) to prepare and distribute instructional materials.

The Outdoor Education Project in cooperation with AAHPER has sponsored four National Outdoor Education Conferences. The first in Washington, D.C. May, 1958. The second at the Kellogg Gull Lake Biological Station, Hickory Corners, Michigan, May, 1962. Back to Washington, D.C. for the third conference in the fall of 1966, and the fourth conference once again at Hickory Corners, Michigan in October, 1970. Each meeting attracted outstanding leaders in conservation, recreation, industry and outdoor education.

The Outdoor Education and Camping Council. The Outdoor Education and Camping Council in association with AAHPER was established in 1965. Council membership represents many disciplines and serves as an operational base for those who are professionally affiliated with outdoor education.

Elementary and Secondary Education Act, 1965. Enactment of the Elementary and Secondary Education Act of 1965 provided federal funds and new impetus for school districts and county school systems to develop projects in outdoor education. Criteria applied to these projects were that they be innovative and exemplary. The purpose of Title III under the Act was to advance creativity in education.

A "National Listing of Environmental and Outdoor Education Projects" compiled by the New Jersey State Council for Environ-Education, 1968, listed some ninety-seven projects. A brief sampling of project titles reveal the scope and breadth of what was happening in outdoor education in the middle sixties: Orange County

Schools Marine Science Floating Laboratory; Outdoor Laboratory of Natural Environmental Science; Oceanographic Education Center; Project Lighthouse; A Classroom of Today's World; Pollution, Life and Earth Applied Science Enrichment; Naturealm; Western Wyoming Heritage -- Culturally, Educationally, Recreationally; Integrating Outdoor Education with a Flexible Academic-Vocational Curriculum; an Interdisciplinary Outdoor Education Program.

While it is true that some Title III projects were phased out when federal funding lapsed, a good many programs have been continued under local budgeting. At a time when outdoor education seemed to have reached a plateau, Title III of the Elementary and Secondary Education Act, Projects to Advance Creativity in Education, provided a financial boost which resulted in a number of new and continuing outdoor education developments.

Environmental Education. The movement of the Seventies it appears is destined to be the call to environmental action. Concern for environmental quality is worldwide. April 22, 1970 was designated as "Earth Day." It served as a focal point for an expression of national concern and a call to action. Environmental teach-ins were held across the nation.

The media have given saturation coverage to problems of pollution and environmental degradation. A number of new organizations were formed, and older, established organizations have seized the environmental issue as a rallying point. A few of these organizations are: Zero Population Growth, Conservation Education Association, Conservation Foundation, Sierra Club, Project Man's Environment, Isaak Walton League of America, The Wilderness Society, Environmental Control Administration, Environmental Action, Incorporated; and the Institute of Environmental Sciences.

Public Law 91-516, The Environmental Education Act, hailed by numerous congressional leaders as an historic measure, was approved by the Ninety-first Congress, October 30, 1970. The legislation called for establishing an office of environmental education within the Office of Education, and the appointment of a twenty-one member Advisory Council on Environmental Education appointed by the Secretary of Health, Education and Welfare.

The Act introduced into the House of Representatives by John Brademus of Indiana, authorized funding for the broad support of environmental education at the elementary and secondary school level. Pre-service and in-service training programs for teachers and public service personnel; the development of materials for use by the mass media, and planning outdoor ecological study centers were also provided for under the provisions of the Environmental Education Act.

With the current environmental influence all indications point to the continued growth and development of education outside the classroom.

DRH/mj
1974

FOOTNOTES

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